R E P O R T R E S U M E S

ED 020 272 UD 005 788

PROGRAMS FOR THE DISADVANTAGED AT HUNTER COLLEGE.

BY- GOLD, MILTON J.

PUB DATE MAR 67

EDRS PRICE MF-$0.25 HC-$0.16 2P.

DESCRIPTORS- *URBAN EDUCATION, *TEACHERS COLLEGES, *TEACHER EDUCATION, *DISADVANTAGED YOUTH, *URBAN SCHOOLS, STUDENT TEACHING, INSERVICE PROGRAMS, FEDERAL PROGRAMS, FIELD EXPERIENCE PROGRAMS, PRESERVICE EDUCATION, SUMMER PROGRAMS, HUNTER COLLEGE, NATIONAL TEACHER CORPS, HUNTER ELEMENTARY SCHOOL, HUNTER HIGH SCHOOL, NEW YORK CITY, NDEA INSTITUTES

DESCRIBED ARE THE PROGRAMS OFFERED BY HUNTER COLLEGE IN NEW YORK CITY FOR TRAINING TEACHERS OF THE DISADVANTAGED. HUNTER OFFERS (1) SPECIALIZED TRAINING COURSES, (2) PROGRAMS FOR TEACHERS OF PUERTO RICAN CHILDREN, AND (3) VARIOUS NATIONAL DEFENSE EDUCATION ACT INSTITUTES ON READING IMPROVEMENT, URBAN EDUCATION, SCIENCE TEACHING, ENGLISH TEACHING, AND HEAD START PERSONNEL TRAINING. THE COLLEGE ALSO OPERATES A NATIONAL TEACHER CORPS UNIT AND AN INSERVICE PROGRAM TO INDUCT TEACHERS INTO SCHOOLS WHICH ARE DIFFICULT TO STAFF. THE EDUCATION DEPARTMENT OF THE COLLEGE HAS ALSO PARTICIPATED IN A PROJECT TO HELP DISADVANTAGED STUDENTS TO GAIN ADMISSION TO THE CITY COLLEGES. HUNTER'S ELEMENTARY AND HIGH SCHOOLS FOR GIFTED CHILDREN HAVE RECENTLY ADMITTED A NUMBER OF DISADVANTAGED STUDENTS WITH UNDEVELOPED POTENTIAL. THIS ARTICLE WAS PUBLISHED IN "PHI DELTA KAPPAN," VOLUME 48, NUMBER 7, MARCH 1967. (NH)

ED 020272

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PHI DELTA
KAPPAN

JOURNAL OF PHI DELTA KAPPA, PROFESSIONAL FRATERNITY FOR MEN IN EDUCATION

The PHI DELTA KAPPAN *solicits and publishes articles designed to advance thinking in the fields of educational research, service, and leadership. Views expressed in an article, editorial, or review may support or oppose positions taken by Phi Delta Kappa as an organization.*

In this March 1967 Issue

	Page
Editorial, The City Is the Frontier	305
Decline and Crisis in Big-City Education, *Robert E. Mason*	306
Organizing for Reform in Big-City Schools, *Daniel U. Levine*	311
The Economics of Education in Urban Society, *Charles S. Benson*	316
Big-City Education: A Cooperative Endeavor, *Robert J. Havighurst*	320
Nashville: Experiment in Urban School Consolidation, *John Egerton* and *Jim Leeson*	323
A Proposed Structure for Urban School Systems, *Philip M. Katz*	325
Urban School Systems (A Response to Mr. Katz), *Herbert A. Thelen*	327
The Education Park Concept in Pittsburgh, *S. P. Marland, Jr.*	328
Making Public Schools Accountable: A Case Study of P.S. 201 in Harlem, *Nat Hentoff*	332
The Dynamics of Self-Deception, *Elliott Shapiro*	336
The Peter Principle: We're All Incompetent, *Laurence J. Peter*	339
The Quick Response Approach in Urban Vocational Training, *Dick Turpin*	342
Two Years of Head Start, *William F. Brazziel*	345
Head Start Six Months Later, *Max Wolff and Annie Stein*	349
B.C. (Before Compensatory), *Florence Lewis*	351
Instructional Planning in Early Compensatory Education, *Carl Bereiter*	355
Intellectual Pressure Cooker—a Report on Bereiter's School	357
Boarding Schools for the Disadvantaged, *F. James Clatworthy*	360
ERIC: Data on the Disadvantaged, *Patricia Calkins* and *Joan Gussow*	362
Programs for the Disadvantaged at Hunter College, *Milton J. Gold*	365
Books for Leaders	366
Keeping Abreast in Education	373
Scraps from a Teacher's Notebook, *Don Robinson*	376

COVER PHOTO This scene was photographed last summer in a Head Start class at Toledo, Ohio. Our thanks to Richard Allen Huston, director of Head Start for the Toledo Board of Education, for the excellent photograph.—**The Editors**

VOLUME XLVIII • NUMBER 7 • Copyright 1967, by Phi Delta Kappa, Inc.

Entered as second-class matter at the post office at Dayton, Ohio, under the Act of August 24, 1912. • Published monthly, September through June, by Phi Delta Kappa, Inc., at The Otterbein Press, 240 W. 5th St., Dayton, Ohio 45402. EDITORIAL AND BUSINESS OFFICES: Phi Delta Kappa, Eighth St. and Union Ave., Bloomington, Indiana 47401. Acceptance for mailing at a special rate of postage is provided for in the Act of February 28, 1925. • Subscription rate, $5.00 per year. Single copies, while available, 60 cents each, from the Bloomington Office. Please remit with order. • Listed in *Education Index*, published by the H. W. Wilson Company, New York, N. Y. Available on microfilm through University Microfilm, Inc., Ann Arbor, Mich. • Member, Educational Press Association of America.

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Programs for the Disadvantaged at Hunter College

By MILTON J. GOLD

BEFORE the anti-poverty program developed bandwagon characteristics, Hunter College had already established experimental teacher education programs in the Big City. Project 120, which earned a national award from the American Association of Colleges for Teacher Education, began operations in 1960. At that time no major foundation was willing to support this kind of exploration, but the Division of Teacher Education of the City University provided necessary funds to reinforce the assistance given to student teachers in a junior high school in Central Harlem so that they might understand more fully the dynamics of living in the slum and learn how to cope with student behavior that grows out of such environments. In addition to providing specialized training, the 120 Project has stimulated student teachers to remain in the difficult schools as full-fledged staff members after completion of their training. This program has since spread to a number of similar schools in Manhattan and the Bronx.

The large in-migration from Puerto Rico to the New York metropolitan area has created difficult problems in the schools. The children of this group need to learn in a new language and must develop the ability to function optimally in a new culture. In their turn, teachers have had to gain insight into the nature of a new school population. In order to meet these needs, Hunter College has, for the past decade, offered an extensive special program for teachers of children of Puerto Rican origin. Recently scholarships have been offered by the New York State Department of Education to encourage teachers to enroll in this program. In addition, an experimental Bilingual Readiness Project has been conducted in a number of elementary schools. English and Spanish were taught concurrently to kindergarten and first-grade children in classes composed of Spanish-speaking and Negro and other English-speaking children in order to enhance the self-image of all the children.

UD 005 788

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The following new programs have been instituted to help teachers grapple with the problems of the big city:

NDEA Institute, Improvement of Reading for Children in Disadvantaged Areas, 1965

NDEA Institute, Education in Urban Areas, 1965

NDEA Institute, Improvement of Teaching of Science in Early Childhood Years for Children in Disadvantaged Areas, 1966

NDEA Institute, Teaching of English in Secondary Schools in Disadvantaged Areas, 1966

Training of Personnel for Operation Head Start, 1966

National Teacher Corps Unit, 1966-68

Induction Program for Teachers in Disadvantaged Areas (Center for Urban Education), 1966-67.

Hunter College was one of three New York City institutions (Hunter, Queens College, and New York University) invited by the government to submit proposals coordinated by the Division of Teacher Education for National Teacher Corps programs. These are being conducted cooperatively by each of the three colleges and the city schools. In this program, college graduates were assigned by the U.S. Office of Education to one of the colleges for intensive preparation in the summer of 1966, and for a program of combined study, observation, laboratory experiences, and later, practice teaching and regular full-time teaching in the city schools over a two-year period. This program is intended to lead to certification, a regular position in the schools, and a master's degree for those candidates who meet matriculation and degree requirements of the college where they are enrolled. Twenty-four corpsmen and six experienced teachers were assigned to Hunter College for this project. Significantly, the summer training program was conducted in a school building in Central Harlem rather than on campus. The corpsmen have been assigned for further work and training to schools in Central, East, and West Harlem and the Hell's Kitchen area.

Hunter was also invited to participate in the development of a new program for induction of teachers in the public schools that have proved most difficult to staff in New York City. Financed through the Center for Urban Education, this program involves an in-service operation in five schools in the South Bronx. Regularly appointed teachers are combining initiation into regular teaching with closely integrated graduate courses given by Hunter College professors who are working with them in the schools. They are given special free time during the day for work with cooperating teachers assigned by the Board of Education and with the college staff members, who help these teachers gain new insights into the community and children they serve and into the curriculum they employ.

The education department has been involved in projects to facilitate the entry of high school graduates from depressed areas into units of the City University. In the College Discovery Program, faculty members have served as consultants to high school teachers of English, science, mathematics, and social studies in programs designed to increase the readiness of these students for future college work.

Finally, the Hunter College Elementary and High Schools, which function as laboratory schools for the teacher education program, have modified their policies in order to admit and to educate a considerable number of children from disadvantaged areas who show signs of undeveloped potential. Since 1965 these children have been admitted without regard to their relative standings on conventional admission tests to these two schools for gifted children. The Hunter College Educational Clinic has developed instruments and has actively participated in the selection of children, particularly for the Hunter Elementary School. Other members of the staff have assisted in establishing policy and reconsidering curriculum.

An imposing array of college professional personnel has participated in these projects. About 50 members of the instructional staff, with added personnel working in a supportive capacity, have been actively engaged in the increasingly demanding work of improving the education of the disadvantaged. As an added dividend, much of the course content in the traditional teacher education program of the college has been altered to include new concepts and experiences derived from the special projects.

March, 1967

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